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Culture, Discipline, and Democracy. By A. Duncan Yocum. Philadelphia: Christopher Sower Company. Pp. 320.

This is a book of unusual value and presents a strong and consistent educational theory. The author takes the ground that any system of education must exist for the community and state rather than the individual; and that the welfare of the many rather than individual tastes are to be the governing factors in a school curriculum. He states the aim of education to be useful self-activity and that instruction should be most exacting in "the memorizing and retention of the relationships essential not only to direct furtherance of the aim, but to all likelihood of usefulness for general knowledge and discipline.

One rather striking result arrived at is that the usual required subjects in a college course should be made elective and many of the elective subjects required. A subject to be valuable for discipline and culture must have many-sided contact with everyday life, but one of the mistakes the author makes is in assuming that mathematics has little of such contact. The proper study of algebra, the one which is supposed to have the least contact of all mathematical subjects, brings out very clearly the functional relationship which has its application in every phase of human life. It seems rather unfortunate that so many authors assume to speak with more authority concerning mathematics than their acquaintance with the subject would justify.

The Marking System in Theory and Practice. By I. E. Finkelstein. Baltimore: Warwick and York. Pp. 92. $1.00.

Every school and college uses a marking system of some sort and should be interested in every investigation that will tend to an improvement and render the student greater justice. This is the latest and altogether the best discussion of the subject we have seen. Many of the discussions have been theoretical but the conclusions of this are based on a careful statistical study of over twenty thousand marks and are convincing. One of its recommendations is that "every high school and college adopt a five division marking system, based upon a distribution which should, in the long run, not deviate appreciably from the following: Excellent, 3 per cent.; superior, 21 per cent.; medium, 45 per cent.; inferior, 19 per cent.; very poor (failure), 12 per cent." Every teacher should read this discussion carefully and make any needed improvement in their marking system.

Tables and Formulas. By W. R. Longley. Boston: Ginn and Company. Pp. 36. 50 cents.

Computing Tables and Mathematical Formulas. By E. H. Barker. Boston: Ginn and Company. Pp. 93. 75 cents.

Algebra, First Course. By Edith Long and W. C. Brenke. New York: The Century Co. Pp. 283. $1.10 net.

A combination of algebra and geometry in one course. The book illustrates each algebraic rule by the corresponding proposition of geometry and its figure, and so covers fully the correlation between algebra and